

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS**

**Hamlin School District
Continuous Improvement Monitoring Process Report 2004-2005**

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Dates of On Site Visit: January 20th and 21st, 2005

Date of Report: January 21, 2005

This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by Special Education Programs. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

Promising Practice	The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.
Meets Requirements	The district/agency consistently meets this requirement.
Needs Improvement	The district/agency has met this requirement but has identified areas of weakness that left unaddressed may result in non-compliance.
Out of Compliance	The district/agency consistently does not meet this requirement.
Not applicable	In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

Principle 1 – General Supervision
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General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

Steering Committee Self-Assessment Summary

Data sources used:

- B – District instructional staff information
- C – Suspension and expulsion information
- D – Statewide assessment information
- E – Enrollment information
- F – Placement alternatives
- G – Disabling conditions

- H – Exiting information
- Parent Survey, referrals, publications of child find Notices
- Comprehensive plan
- Yearly child find results

Promising Practice

The steering committee concluded all staff participated in the data analysis and examined the following three lenses of data: academic, demographics and perceptions.

Meets Requirements

The steering committee concluded the district has implemented appropriate child find activities and there is an identified process for screening, evaluation and placement of students. Students placed in a private school by the district are afforded all rights and services in accordance with requirements of the Individuals with Disabilities Education Act (IDEA). Services are provided at no cost to parents.

Needs Improvement

The steering committee concluded elementary teachers working with students with disabilities need to receive a copy of the goals, objectives and modifications at the beginning of each school year and when the annual individual education program (IEP) is written. The performance of district paraprofessionals is not evaluated and they receive no formal training on a yearly basis.

Validation Results

Promising practice

The monitoring team could not validate the participation of district in the data retreats and the analysis of district data as an area of promising practice for the district.

Meets requirements

The monitoring team agrees with all areas identified as meeting requirements under free appropriate public education (FAPE) as concluded by the steering committee.

Through interview, general education staff stated they receive copies of the goal pages and modifications required for students in their classrooms. This information is provided prior to the start of school and during the IEP meetings, therefore, the team considers this issue as meeting requirements.

Needs improvement

The monitoring team agrees with all areas identified as needing improvement under general supervision as concluded by the steering committee.

Principle 2 – Free Appropriate Public Education

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3rd birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

Steering Committee Self-Assessment Summary

Data sources used:

- C – Suspension and expulsion information
- E – Enrollment information
- F – Placement alternatives
- K – Early intervention exit information
- L - Complaint data
- M – Due process hearing data
- N – Monitoring data
- Age at referral
- Number of students screened
- Personnel development
- Preschool data
- School age student data
- Personnel training
- Budget information
- Comprehensive plan
- Surveys

Meets Requirements

The steering committee concluded school district provides a free appropriate public education (FAPE) for children birth through 21 years. Current practice and past compliance reviews reflect the districts commitment to ensure FAPE in provided for all students.

Validation Results

Meets requirements

The monitoring team agrees with all areas identified as meeting requirement under free appropriate public education as concluded by the steering committee.

Principle 3 – Appropriate Evaluation

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

Steering Committee Self-Assessment Summary

Data sources used:

- G – Disabling conditions
- H – Exiting information
- I – Age and placement alternative data
- J – Data by disabling condition and placement
- Teacher file reviews
- Surveys
- Comprehensive plan
- Parent Teacher report forms
- Initial referral

Meets Requirements

The steering committee concluded revaluations are completed within the required timelines. All evaluation procedures are followed.

Needs Improvement

The steering committee concluded a multidisciplinary team report (MDT) needs to be completed on all students who have a specific learning disability.

Validation Results

Meets requirements

The monitoring team agrees with all areas identified as meeting requirements under appropriate evaluation as concluded by the steering committee.

Through a review of student records, the team found a multidisciplinary team written report for all students identified as having a learning disability and therefore meets requirements.

Out of Compliance

ARSD 24:05:24.01:09. Developmental delay defined

A student three, four, or five years old may be identified as a student with a disability if the student has one of the major disabilities listed in § 24:05:24.01:01 or if the student experiences a severe delay in development. Upon turning age 6, in order to receive special education services, the child must meet the criteria for eligibility outlined in administrative rules for the thirteen disability categories.

The monitoring team reviewed the file for one student who turned age 6 on December 12, 2004. At the time of the review, the team had not met to determine if the child meet the criteria for eligibility outlined in administrative rules for the thirteen disability categories.

Principle 4 – Procedural Safeguards

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

Steering Committee Self-Assessment Summary

Data sources used:

- L - Complaint data
- M – Due process hearing data
- Teacher file reviews
- Surveys
- Comprehensive plan
- Parental right document
- Consent and prior notice forms
- Public awareness information
- FERPA disclosure

Meets Requirements

The steering committee concluded parents of students with disabilities have all rights explained to them. The district adheres to all regulations for procedural safeguards.

Validation Results

Meets requirements

The monitoring team agrees with all areas identified as meeting requirements under procedural safeguards as concluded by the steering committee.

Principle 5 – Individualized Education Program

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- Parent surveys
- Student surveys
- Comprehensive plan
- Teacher file reviews
- Personnel training
- Budget information

Meets Requirements

The steering committee concluded the district adheres to all requirements for providing written notice for an IEP meeting. The district utilizes the information gained through transition evaluation to develop an appropriate program for students. The district comprehensive plan contains procedures to address the transition of children to the Part B program.

Out of Compliance

The steering committee concluded the present levels of performance did not consistently contain skill based strengths, weakness or the student's involvement in the general curriculum.

Validation Results

Meets requirements

The monitoring team agrees the district adheres to all requirements for providing written notice for an IEP meeting. The district comprehensive plan contains procedures to address the transition of children to the Part B program.

Out of compliance

ARSD 24:05:27:01.03. Content of individualized education program

Each student's individualized education program shall include:

- (1) A statement of the student's present levels of educational performance, including:
 - (a) How the student's disability affects the student's involvement and progress in the general curriculum.
- (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to:

- (a) Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum.

Through a review of five student records, the monitoring team found the present levels of performance did not consistently contain the student's strength and needs in the skill areas affected by the disability. Annual goals did not represent the skill a student would accomplish within a 12 month period. For example, "will complete life skills math dealing with money, clock and calendar" and "when given real life math situation, will demonstrate necessary skill to complete them."

ARSD 24:05:27:12. Graduation requirements

Completion of an approved secondary special education program with a regular high school diploma signifies that the student no longer requires special education services. Graduation from high school with a regular high school diploma constitutes a change in placement requiring written prior notice in accordance with this article.

The instructional program shall be specified on the individual educational program. The individual educational program shall state specifically how the student in need of special education or special education and related services will satisfy the district's graduation requirements. Parents must be informed through the individual educational program process at least one year in advance of the intent to graduate their child upon completion of the individual educational program and to terminate services by graduation.

Through a review of student records and interview, the individual educational programs for 2 students did not state specifically how the student would satisfy the district's graduation requirements.

ARSD 24:05:27:13 Modifications to regular vocational program

ARSD 24:05:27:13.02 Transition services

Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation.

Through interview and a review of three student records, the monitoring team found transition evaluations were administered for students approaching transition age. The present levels of performance, however, did not reflect the results of the transition evaluation information and as a result, did not specify the strengths or needs that could be addresses to promote movement to adult life. Transition services only included statements such as, "... is considering post-secondary options," and "will be in contact with vocational rehabilitation in the future to address post secondary options."

Principle 6 – Least Restrictive Environment

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- E – Enrollment information
- F – Placement alternatives
- N – Monitoring data
- G – Disabling conditions
- I – Age and placement alternative data
- J – Data by disabling condition and placement
- File Reviews
- Surveys

Promising Practice

The steering committee concluded that least restrictive environment (LRE) considerations are applied to the placement of preschool children with disabilities into the district preschool program.

Meets Requirements

The steering committee concluded student programs are developed prior to determining placement on the continuum of least restrictive environment. Consideration begins with the regular classroom.

Validation Results

Promising practice

The monitoring team agrees the district preschool program is an area of promising practice. The Hamlin District operates a preschool in conjunction with Title 1 for students 4 years of age. Students with disabilities have first priority, and then it is on a sign up basis. The preschool is run two days a week and three days the next. Students with disabilities are able to participate with non disabled peers in a regular preschool setting.